Academic Professional Track
Faculty Promotion Workshop

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Academic professional track titles

- Lecturer/Senior Lecturer
- Instructional Assistant/Associate/Professor
- Clinical Assistant/Associate/Professor
- Research Assistant/Associate/Professor
- Executive Assistant/Associate/Professor
- Assistant/Associate/Professor of the Practice
What do you need to accomplish?
How do you know the expectations for promotion?

- Understand/know guidelines for your specific track
- Guidelines are college and/or department specific
  - Some departments have time limits (clock) others don’t
  - Some departments have mid-term reviews other don’t
- During annual evaluation discuss with your department head where you stand in your progress towards promotion
How do you know the expectations for promotion?

• If you want to be considered for promotion your dossier must be put forward
• It is recommended that you discuss your promotion first with department head and other senior faculty members
Assistant to associate professor

An **exemplary level of accomplishment** as measured against the contributions of others in the field

Professional conduct conducive to a **collegial work environment** and **standards of professional integrity** that will advance the interests of Texas A&M University

An area of specialization germane to the programs of Texas A&M University, one not currently represented on the tenured faculty, or one that provides desired reinforcement in an area of priority

Evidence of a **commitment to maintaining the level of competence** in teaching and research expected or service

12.01.99.M2 University Statement on Academic Freedom, Responsibility, Tenure and Promotion
Associate to professor

Continuing accomplishment and, if required, National recognition in Teaching

Sustained excellence in your major area of concentration and good performance in the others

Evidence of valuable Service and leadership roles

Continuing accomplishment and, if required, National recognition in Research

and/or
Evidence for Teaching Impact:

• Suggested by SAP
• Required components 2017-2018 Guidelines
• Best Practices based on individual interests or program shared vision
Research or Scholarly
- Quality Publications
  - Leading refereed journals
  - Reputable book publishers
- Editing a scholarly book
- Major research or fellowship awards
- Citation of publications
- Research or Scholarship Awards
- Juried works of creative activities
- Review panel service
- Invited (inter)national presentations
- Significant external peer-reviewed research funding
- Publications with teaching focus in leading journals
- Public activity in performing or diverse arts
- Significant self-development activities, such as Faculty Development Leave that improves research effectiveness

Teaching
- Peer-evaluation
- Student Satisfaction
- Student Outcomes
- Teaching Awards
- Publication of Instructional Materials
- Essential Course Development
- Direction of Graduate Students
- Invited teaching at peer or better institution
- Student nominated award
- Student professional development and mentoring
- Significant advising
- Teaching grants
- Continuous improvement
- Service as a course coordinator
- Member of graduate committees
- Graduate student publications
- Graduate student placement in industry or academia
- Significant self-development activities that lead to enhanced teaching effectiveness

Service
- Officer in a (inter)national professional organization
- Serving as a program chair at a (inter)national meeting
- Governmental commission
- TAMU administrative role
- Editor or member of editorial board for a major journal
- Reviewer journals and grants
- Officer on Faculty Senate
- Chairing a major standing or ad hoc TAMU committee
- Evidence of professional service to local community or public, including clinical work and extension service
- Committee chair in (inter)national professional organization
- Advising a student organization
- Departmental service
- Significant self-development activities that lead to enhanced service effectiveness

Based on SAP: 12.01.99.M2 University Statement on Academic Freedom, Responsibility, Tenure and Promotion APPENDIX
Required Peer Evaluation components:

1. Evidence
2. Student ratings
3. Contributions to unit

Based “Teaching Report” on pages 13-14:
Peer Review of Teaching

TO IMPROVE (formative)
- Informal (but intentional)
- Ongoing
- Detailed (zoom-in)
- Individual
- Private

TO RECOGNIZE & REWARD (summative)
- Formal
- Specific points in time
- General (zoom out)
- Comparative
- Public
Peer Review of Teaching

- **Assessment Review**: Am I assessing what I want students to know and be able to do?
- **Classroom Observation**: My students are not participating in class discussion. Will you observe and give me feedback on my facilitation strategies?
- **Syllabus Review**: Am I covering the right topics?
- **Outcomes**: Here is what my students produced. What do you think?

**Reward and Recognition Decisions**
Required Peer Evaluation components:

Evidence

- Syllabi
- Assignments
  - Instructions and rubrics
  - Student work
- Exams
- Grading methods (e.g. rubrics)
- Classroom observation (NOT REQUIRED)

Based “Teaching Report” on pages 13-14:
Required Peer Evaluation components:

Student ratings

- Commented by peer
- Tabular chronological summary
- Set in the context of unit standards and norms
  - Make appropriate comparisons
- If non-numeric, summary and analysis of verbal responses across multiple years
Required Peer Evaluation components:

Contributions to unit

- direction of GR and/or UG research
- student development programs
- curriculum development
- development of new courses
- substantial revision of existing courses
- pedagogical publications, textbook and other instructional materials
- honors programs
- awards for distinguished teaching or teaching-related activities
Best Practices to demonstrate teaching impact

- Arrange EARLY formative assessment and/or consultation (CTE)
- Regular Teaching Professional Development (CTE and ITS)
- Keep a teaching portfolio
  - Regular evidence-based reflection over time
  - Capturing rationale and context for evolution
- Scholarship of Teaching and Learning
  - Investigating the evidence-based teaching literature in your discipline or for the approaches you favor
- Can you contribute scholarship?
  - Presentations at teaching focused meetings
  - Publications
Raise your hand if you use facebook...
RIGHT NOW....Follow us @TAMUfacultydev
Research/Scholarship/Creative Work

Creation and dissemination of new knowledge or other creative activities:

- Publications
  - Books
  - Peer reviewed articles
  - Peer reviewed Conference Proceedings
  - Book chapters/Review articles
- Creative work
  - Music composition
  - Play, poetry, novel
  - Painting, sculpture
  - Design
- Conference Presentations
- Grants/Fellowships
- Interdisciplinary research
- Collaborations
Research /Scholarship/

Creative work

- Know the expectations:
  - Familiarize yourself with department/college guidelines and criteria
  - Ask mentors, colleagues and DH
  - Publications, grants, graduate students, second project
- Set aside time for scholarship
- Write every day – if only one hour
Indicators of outstanding merit in Research/ Scholarship/Creative Work

- Publications in leading refereed journals
- Receiving major fellowship or research award
- Frequent citation of publications
- Publication of scholarly book(s) by reputable publisher(s)
- Awards for, or publication of, peer reviewed creative activities
- Juried works in creative activities
- Serving as a member of review panel for national research organization
- Presentation of invited papers at international and national meetings
- Receiving significant external peer-reviewed funding for research
- Significant publication and/or funding resulting from collaborative efforts with researchers in other fields where the faculty member occupies a substantial role in research
- Publications with teaching focus in leading refereed journals
- Evidence of creative professional practice
Indicators of merit in Research/Scholarship/Creative Work

• Publication of scholarly book(s)
• Publications in refereed journals
• Publication of a chapter in a scholarly book
• Editing a scholarly book
• Presentation of papers at national or international meetings of appropriate disciplines
• Publications in non-refereed but widely recognized journals
• Continued public activity in plastic, performing or diverse arts
• Significant self-development activities that lead to increased research and publication effectiveness
• Publications in refereed journals resulting from collaborative efforts with researchers in other fields
• Publications with teaching focus in refereed journals
Research /Scholarship/ Creative Work

- Demonstrate **Impact**
  - Invitations to speak/task forces/panels
  - *Ad hoc* reviewer or grant panel member
  - *Ad hoc* reviewer or editorship
  - Patents/Technology commercialization
  - Exhibitions
  - Book reviews
  - Plays
  - Citations
  - h-index

- Provide context for your discipline
Service

Service to the institution, to students, colleagues, department, college, and the university

Professional societies, research organizations, editorial boards, review panels, governmental agencies, the local community, and the public at large
Service

- Service helps **YOU** build a career (network)
- Take on tasks of interest to you
  - Department
  - College
  - University
  - Community/Extension
  - Professional
    - Build your network
- Be selective, choose before being asked
- Demonstrate the **IMPACT**
Indicators of outstanding merit in Service

- Serving as editor or member of editorial board of a major journal (This activity *per se* is considered service; however, being selected as editor or member of an editorial board can also be used as an indicator of the recognition of impact and quality of the scholarly activities)
- Being an officer in a national or international professional organization
- Serving on a major governmental commission, task force, or board
- Serving an administrative leadership role at Texas A&M University
- Serving as program chair or in a similar position at a national or international meeting
- Serving as an officer in the Faculty Senate
- Chairing a major standing or ad hoc Texas A&M University committee
- Evidence of excellence in professional service to the local community and public at large, including required clinical work or extension service
Indicators of merit in Service

• Service as a reviewer for major refereed journals or as an ad hoc reviewer for national research organizations (This activity *per se* is considered service; however, being asked to serve as reviewer can also be used as an indicator of the recognition of impact and quality of the scholarly activities)
• Being a committee chair in national or international professional organization
• Being an officer in regional or state professional organization
• Serving as program chair or similar position for regional or state professional organizational meeting
• Serving as an active member of the Faculty Senate
• Serving on University, college, and department committees and task forces
• Serving as consultant
• Being an advisor to student organizations
• Serving in administrative roles within the department
• Evidence of professional service to the local community and public at large, including required clinical work or extension service
• Significant self-development activities that lead to enhanced service effectiveness
Feedback is important

- Midterm Review
- Annual Reviews
- Peers & Mentors
How do I know I’m ready?

• Seek feedback
• Seek constructive feedback
• Seek constructive accurate feedback from various sources
• Identify gaps and develop a plan to achieve goals
The process

Early Fall 2018
- Department
  - P&T Committee
  - Head

Late Fall 2018
- College
  - P&T Committee
  - Dean

Early Spring 2019
- University
  - Provost
  - President

Late Spring 2019
- System
  - Board (tenure)

September 1, 2019
Candidate Dossier
You have control of your dossier

• Make your own best case
• State your own IMPACT
• Do not assume your case is obvious
• Address clearly any negative issues
  • Make your own arguments, do not rely on others
Take control of your dossier!

**Statement**
- Research, teaching, service
- Past/present/future
- Impact

**CV**
- Clear, organized, **precise**
- Refereed articles, student coauthors
- Grants: role & $ (total/your share)
- Service activities and contributions

**Reviewers**
- Arm’s length—institution and individual
- Peer/Aspiring institutions (AAU)
- Network
Statement

• Written by the candidate
• Explain the quality, and **impact** of your teaching, research/scholarly work and service accomplishments, as per assigned duties
• Each of the three areas should be individually addressed
• Keep jargon free and readable
• Three typed pages (maximum)
Curriculum vitae

• The CV should be concise and padding should be avoided
• List refereed publications separate from not refereed
• Items that have been accepted but not yet published should be properly labeled
• Items that have been submitted but not yet accepted should be clearly separated and marked as such to demonstrate what is on the pipeline
• It may be important to list grants submitted and not funded, and their scores
Curriculum vitae

• Clearly designate your undergraduate and graduate students, and post-docs who are co-authors
• Describe authorship protocols within your discipline, specially the order of authors, and your contribution as co-author if you are not the lead author
• Be accurate about reviewing duties and service duties, etc.
• Annotate your CV, as needed, to highlight impact of your work, and your contribution
Curriculum vitae

• Teaching
  • High impact/transformational teaching
    • Writing/communication intensive courses
    • Study abroad
    • Undergraduate research
    • Use of innovative pedagogical approaches
  • Student evaluations
  • Text books/teaching materials
  • Curriculum design/re-design
Letters

- Varies by:
  - Department
  - College
  - Title
- Some require external letters
- Others require internal letters
Notifying candidates and withdrawals

- Candidate are notified at EACH step
- You can withdraw anytime, if not, goes all the way to the president who makes final decision
Documents submitted by candidate

- Candidate’s statements on teaching, research and/or other scholarly, creative activities and service
- Candidate’s CV
- Grants summary chart
- Verification of contents statement
- Faculty biography
- Faculty summary data table (must be reviewed by department for accuracy)
Biography

• 200 words or less
• Written by the candidate
• Submitted as word document
  – Focus areas for teaching
    • Notable accomplishments related to teaching (2 sentence max.)
    • Teaching awards or honors (if applicable)
  – Focus areas for research/scholarship
    • Notable accomplishments related to research, scholarship, and creative activity
    • Research awards and honors (if applicable)
    • Patents/technology commercialization
Recommendations

• Be familiar with your department/college guidelines
• Be familiar with the DOF submission guidelines
• Remember “IMPACT”
• See dof.tamu.edu for forms and templates
### 2017-18 P&T

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Thank you!